



KINDERGARTEN 1 CURRICULUM

The Kindergarten curriculum is based on specific learning goals and has been designed keeping in view the educational trends and the needs of the children. A five unit thematic approach is implemented placing emphasis on holistic development and key skills. It is planned across different areas of learning, facilitating the children to develop at their own pace through differentiated and collaborative learning. Hence, efficiency through various methodologies of teaching – learning with different activities satisfies individual differences thereby contributing to the child's growth.

The children are exposed to a variety of exciting and hands-on activities which enables them to discover, learn and unleash their skills and interests. The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences.

The curriculum is based on CBSE guidelines and is in line with the early learning goals that need to be attained by the end of Kindergarten. The assessment pattern has been adapted successfully to provide the necessary range and balance. A record of individual student progress and performance is maintained through an on-going system of spaced oral, written and hands-on activities. The curriculum framework gives a detailed view of the concepts that are being covered in all the six areas of teaching:

- ❖ **Personal, Social and Emotional Development**
- ❖ **Literacy**
- ❖ **Numeracy**
- ❖ **EVS**
- ❖ **Physical Development**
- ❖ **Expressive Art and Design**



Areas like Personal & Social Development, Expressive Art & Design are integrated in the main areas like Literacy, Numeracy and EVS. The curriculum is provided through:

- A well-planned and carefully organized classroom and outdoor environment
- Clear explanation of tasks - how to do things
- Effective systems for planning, assessing and recording children's progress
- A clear statement of aims which are shared by all those involved in the child's education
- Attention to the individual child's learning needs through differentiated activities.
- Regular monitoring and evaluating of the curriculum provision being offered to children
- Attention to the processes of a child's learning. E.g. by encouraging them to observe, question, think and investigate
- **Sand and Water Play:** Sand play & Water play serves as a catalyst for developing concepts, fine motor skills, eye hand coordination, constructing language, and promoting social skills. It gives children a chance to observe science concepts like wet and dry, volume, pouring and sifting, full and empty, heavy and light, etc.
- **Gardening and Working with Nature:** Activities like nature walk, Environment Day, Earth Day, etc. help develop their sensitivity to the environment, observational skills and taking responsibility through acts of caring and nurturing the living things around them
- **PE:** To help enhance gross motor skills and knowledge of healthy living, children are taken through varied exercises/activities. These activities foster the development of attention skills, social skills and instill discipline. They visit the play pen during class hours.
- **Circle time:** It is a time when children develop listening skills, language skills, sensory experiences and social skills. They get to discuss their day to day activities and talk about topics that interest them.
- **Clay Work:** To develop fine motor skills and creative expression.



- **Construction area:** To nurture creative thinking and enable articulation of ideas by using resources like building blocks etc.
- **Music and Movement:** To provide children with the rhythm to engage in creative dance movements and singing, during music session, special assemblies and special days.
- **Community Connections:** Interactions with the community is encouraged through different activities to instill in them the value of being responsible citizens.
- **Parental Involvement:** Parent volunteers support in theme based activities or projects by visiting the classrooms with their visits, inputs and experiences.
- **Field Trips:** Children visit surrounding museums, parks, aquarium, etc. for excursions which help widen their knowledge of the environment, besides expanding observational skills and supporting learning
- **Free Flow Area:** Facilitates collaborative learning as children are provided with the opportunity to move freely exploring and using various educational resources and equipment of their choice.
- **Technology integration:** Technology is integrated in the classroom through use of smart phones, digital cameras, laptop computers, tablets, LCD projectors and online media.
- **Reading Enrichment Programme:** Children are exposed to a range of books in the classrooms. They are encouraged to engage in flipping through the pictures, breaking & blending to read, identifying the sight words, discuss the characters that fascinate them and share their thoughts with their friends and teachers during reading sessions in the classroom. Parent calendars are sent online comprising links for online reading resources.
- **Learning Centers:** To promote independence, help students become more responsible, allow students to learn through self-discovery
- **Theme based activities:** Children are given opportunity to explore a range of activities like simple crafts, music/rhymes, colouring, solving puzzles, role play etc. Weekly assemblies also bring forward the learning of the children pertaining to the theme chosen.



Thematic Units, Assessments and Reporting

A day in Kindergarten captures classroom moments right from receiving the children, morning circle / activity tables, organizing the materials and classroom, preparedness activities, writing activities, breakfast, reading and writing preparedness: including children's language development characteristics, play area, learning centres in classrooms, free flow in the corridors, story activities, closing circle - to dispersal time. A variety of experiences are provided to adhere to all kinds of learners which also involves parents. Following practices support the learning journey through the academic year:

- **Thematic Units:** There are 5 'Thematic Units', each lasting for 6-8 weeks. The units comprise a group of correlated activities designed around topics or themes and provide one of the best vehicles for integrating content areas in a way that makes sense to children by helping them make connections of what is learnt and applying it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- **Scheme of Work:** Or the Annual Plan of Work provides an outline for teachers to plan their lessons that will be taught over the year.
- **Weekly / Daily break-up of syllabus:** A detailed weekly planner comprising syllabus to be completed each day of the week is maintained by the class teachers. This helps them in being organized and plan their lessons accordingly.
- **Lesson Plans:** Being methodical & followed uniformly, lesson plans aid improved execution of lessons with firm focus on objectives.
- **Theme based activities:** To facilitate hands-on learning, theme based activities are followed with materials for use being provided as per the themes.



- **Monthly Calendar:** A monthly calendar is sent to parents at the beginning of each month to enable parents to reinforce work done at school with ease.
- **Weekly / Monthly Report:** An end of month report sent to parents keeps them of the curriculum covered through the month.
- **Assessments:** Assessments are ongoing in this phase and are conducted for a small focused group as this facilitates proper observation and recording. Assessments track the progression of the students. The teachers record their observation in the individual progress record maintained for each child. Student portfolios are working documents which helps teachers to assess if the students have achieved the set targets.
- **Unit Report:** Each unit concludes with detailed report sent online to the parents giving them an idea about the progress of their ward with respect to the work done at school. The online report shall explain about the child's attainment in all areas of learning, comments on general progress including the characteristics of effective learning, child specific concise and informative comments. Targets met by the students are reflected as follows:
 - A – Exceeding expectations
 - B – Meeting expectations
 - C – Working towards expectations
 - D - Below expectations
- **Open House:** PTA conferences offers parents reasonable opportunity to discuss the outcomes of the KG profile with their child's teacher. Meeting the teachers three times a year is a regular feature besides the special celebratory moments of interaction between the teachers and the parents. Over and above the scheduled Open House meetings, parents are called for discussion on specific areas of development based on student progress.



A record of such meetings is maintained, strategies to identify appropriate next steps for improvement are discussed and an Individual Learning Plan is prepared in conjunction with the parent.

KG 1

1. Personal, Social & Emotional Development is about giving children the opportunity to imagine the world as they fancy and express/share it with others.

The area of learning development	KG1 The children will be able to:	Learning Outcomes The children will:
Making Relationships	<ul style="list-style-type: none">★ Play in a group.★ Learn to share.★ Extend and elaborate play ideas for e.g. building up a role-play activity with other children.★ Initiate play.★ Offer cues to peers to join them.★ Keep play going by responding to what others are saying or doing.★ Demonstrate friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.	<ul style="list-style-type: none">★ Initiate new ideas and respond accordingly★ Form good relationships with peers and adults.★ Learn to share.★ Act/play independently and as part of a group ★ Express feelings and needs and become aware of the feelings and needs of others. ★ Understand what is right, what is wrong, and why



Self-confidence and self-awareness	<ul style="list-style-type: none">★ Select and use activities and resources with help.★ Welcome and value praise for what has been achieved.★ Enjoy responsibility of carrying out small tasks.★ Be more outgoing towards unfamiliar people and more confident in new social situations.★ Be confident to talk to other children when playing and communicate freely about own home and community.★ Show confidence in asking adults for help.	<ul style="list-style-type: none">★ Dress and undress independently and manage his / her own personal hygiene★ Select and use activities and resources independently.★ Learn to take up self – responsibility.★ Learn to communicate freely.
Managing feelings and behaviour	<ul style="list-style-type: none">★ Be aware of own feelings and knows that some actions and words can hurt other's feelings.★ Begin to accept the need for others★ Take turns and share resources sometimes with support from others.	<ul style="list-style-type: none">★ Understand what is right, what is wrong and why.★ Will be interested, excited and motivated to learn★ Develop awareness of their own needs, views and feelings★ Consider the consequences of their words and actions.



	<ul style="list-style-type: none">★ Usually tolerate delay when needs are not immediately met★ Understand that wishes may not always be met.★ Adapt behavior to different events, social situations and changes in routine.	
2. Literacy is about the exciting blend of phonics and the whole language approach. Children work and play with words and objects to develop and improve speaking and language skills as they engage in retelling of stories, picture talk, discussions and show and tell activities.		
The area of learning development	KG 1 The children will be able to:	Learning Outcomes
Listening and attention	<ul style="list-style-type: none">★ Listen to others one to one or in small groups when conversation interests them.★ Listen to stories, with increasing attention and recall.★ Listen attentively and respond to questions, greetings, comments and actions	<ul style="list-style-type: none">★ Enjoy listening to and using spoken and written language.★ Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.★ Interact with others, express their choices of plans and activities and take turns in conversation



	<ul style="list-style-type: none">★ Join in with repeated refrains★ Anticipate key events and phrases in rhymes and stories.★ Follow directions (if not intently focused on own choice of activity)	<ul style="list-style-type: none">★ Extend their vocabulary, while exploring the meanings and sounds of new words★ Speak clearly and audibly with confidence and control and show awareness of the listener. For example by their use of greetings, 'please', and 'thank you'★ Listen to others & join in an open discussion.★ Listen attentively in a range of situations.★ Give attention to what others say and respond appropriately, while engaged in another activity
Understanding	<ul style="list-style-type: none">★ Understand use of objects eg 'What do we use to cut things?'★ Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture.★ Respond to simple instructions e.g. to get or put away an object.	<ul style="list-style-type: none">★ Show an understanding of the elements of stories such as main character, sequence of events and openings.★ Answer questions related to stories about where, who, why and how.★ Hear and say initial and final sounds in words.★ Link sounds to letters.★ Say the letters of the alphabet.



	<ul style="list-style-type: none">★ Begin to understand ‘why’ and ‘how’ questions.★ To understand and compare two different things and develop a more concrete understanding of a specific concept	<ul style="list-style-type: none">★ The following sets of opposites to be included: hot- cold, happy -sad, big-small, wet- dry, day- night, yes- no, in- out, soft- hard, sit- stand, loud-quiet
Speaking	<ul style="list-style-type: none">★ Begin to use more complex sentences to link thoughts (e.g. using and).★ Use speech to connect ideas.★ Explain what is happening and anticipate what might happen next, recall and relive past experiences.★ Question why things happen and give explanations. Ask for e.g. who, what, when, how.★ Use intonation, rhythm and phrasing to make the meaning clear to others.★ Use vocabulary focused on objects and people that are of particular importance to them.	<ul style="list-style-type: none">★ Express themselves effectively while showing awareness of listener’s needs.★ Develop their own narratives and explanations by connecting ideas or events.★ Interact with others while expressing their choice of plans and activities and take turns in their conversations with others.★ Learn to speak clearly and audibly and shows awareness of their listener, for e.g. by their use of greetings ‘please’ and ‘thank you’.★ Participate in meaningful conversations, and make relevant contributions during group discussions.



	<ul style="list-style-type: none">★ Build up vocabulary that reflects the breadth of their experiences.★ Use talk in pretending that objects stand for something else in play.	
Reading	<ul style="list-style-type: none">★ Listen to and join in with stories and poems, one to one and also in small groups.★ Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.★ Begin to be aware of the way stories are structured.★ Suggest how the story might end.★ Listen to stories with increasing attention and recall.★ Describe main story settings, events and principal characters.★ Picture Reading- Students will refer to pictures for details and clues and then discuss and predict what might happen in a story.	<ul style="list-style-type: none">★ Say initial sounds in words.★ Know that print carries meaning and that the English language is read from left to right and from top to bottom.★ Recognize all 26 letters of the alphabet.★ Link phonic sounds to letters★ Associate pictures / objects with the beginning sound of each letter★ Recognize the formation of words in association with pictures★ Can read 44 sight words and phonic words



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



- ★ Show interest in illustrations and print in books and print in the environment
- ★ Recognize familiar words for e.g. own name.
- ★ Look at books independently.
- ★ Handle books carefully.
- ★ Know information can be relayed in the form of print.
- ★ Hold books the correct way up and turn pages.
- ★ Know that print carries meaning and English is read from left to right and from top to bottom.
- ★ Hear and say the initial sounds and ending sounds in words.
- ★ Segment the sounds in simple words and blend them together and know which letters represent some of them.
- ★ Link sounds to letters, naming and sounding the letters of the alphabet.
- ★ Begin to read sight words, phonic words and simple sentences.



	<ul style="list-style-type: none">★ Reading sheets are provided to each student to enhance the reading skills and help the students read fluently	
Writing	<ul style="list-style-type: none">★ Sometimes give meaning to marks as they draw and paint.★ Describe meanings to marks that they see in different places.★ Write lower & upper case letters Aa to Zz.	<ul style="list-style-type: none">★ Use phonic knowledge to write words which match their spoken sounds.★ Know that print carries meaning and that English language is written from left to right.★ Write lower & upper case letters of the alphabet Aa to Zz.
3. PHYSICAL DEVELOPMENT: is all about children being guided to develop coordination, team work, independence, confidence, fine motor skills, gross motor skills, coordination, agility, balance, body awareness, spatial awareness, manipulation and healthy living.		
Area of Learning Development	KG1 The children will be able to:	Learning Outcome
Moving and handling	<ul style="list-style-type: none">★ Move freely and with pleasure and confidence.★ Experiment in arrange of ways like slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	<ul style="list-style-type: none">★ Demonstrate eye and hand coordination★ Coordinate eye and hand movement.★ Use a range of small and large range of manipulatives safely and with increasing control



- ★ Mount stairs, steps or climbing equipment using alternate feet.
- ★ Walk downstairs, two feet to each step while carrying a small object.
- ★ Run skillfully and negotiate space successfully.
- ★ Adjust speed or direction to avoid obstacles.
- ★ Stand momentarily on one foot when shown.
- ★ Can catch a large ball.
- ★ Draw lines and circles using gross motor movements.
- ★ Use one-handed tools and equipment eg make snips in paper with child scissors.
- ★ Hold pencil between thumb and two fingers, no longer using whole –hand grasp.
- ★ Hold pencil near point between first two fingers and thumb and use it with good control.
- ★ Copy some letters eg letters from their name.

- ★ Hold writing tools and draws recognizable figures and meaningful drawings.
- ★ Move in different ways with confidence, negotiating space, adjusting speed/direction to avoid obstacles
- ★ Fold papers to make some clear significant shapes



Health and care

- ★ Tell adults when hungry or tired or when they want to rest and play.
 - ★ Observe the effect of activity on their bodies.
 - ★ Understand that equipment and tools have to be used safely.
 - ★ Gain more bowel and bladder control.
 - ★ Attend toileting needs most of the times themselves.
 - ★ Usually manage washing and drying hands.
 - ★ Dress with help eg put arms into open-fronted coat or shirt when held up, pull up own trousers and pull zipper once it is fastened at the bottom.
 - ★ To be able to familiarize with table setting and equipment.
- ★ Manage their own basic hygiene and personal needs successfully
 - ★ Recognize the importance of keeping healthy and those things which contribute to this.
 - ★ Importance for good health and physical exercise and a healthy diet.
 - ★ Talk about ways to keep healthy and safe.
 - ★ Students will learn the importance of 'Table Manners'. They will demonstrate their learning during the break time.

4. Math is all about children exploring numbers through hands –on activities which enable them to understand quantities and operations through counting games, number lines, Counting, Sorting, Grouping,



1:1 Correspondence, Sequencing, Estimating, Comparing, Capacity, Problem solving, Pattern, Shapes, Puzzles, Challenges with shapes and other interesting activities.

The area of learning development	KG1 The children will be able to:	Learning Outcome
Numbers	<ul style="list-style-type: none">★ Use some number names and number language spontaneously.★ Use some number names accurately in play.★ Recite numbers in order up to 50.★ Write numbers up to 20★ Know that numbers identify how many objects are in a set.★ Begin to represent numbers using fingers, marks on a paper or pictures/ten frames.★ Sometimes match numeral and quantity correctly.★ Show curiosity about numbers by offering comments or asking questions.★ Show an interest in numerals in the environment.	<ul style="list-style-type: none">★ Count reliably with numbers from 1 to 50.★ Understand the number value of the numerals 0-20.★ Write numbers 1 to 20 in a sequence.★ Use language such as big/small, full/empty, one/many, what comes next ,up/down, Near/far, above/under★ Match pairs, sort and group the objects on the basis of one's attributes.★ Complete the sequence of numbers.★ Write the number names (1 to 5).★ Demonstrate the concept of taking away using different manipulatives as tools.



	<ul style="list-style-type: none">★ Show an interest in representing numbers.★ Realize that not only objects but anything can be counted, including steps, claps or jumps.★ Identify the missing number★ To develop an understanding of taking away from a group of objects.	
Shape, space and measure	<ul style="list-style-type: none">★ Show an interest in shape and space by playing with shapes or making arrangements with objects.★ Show awareness of similarities of shapes in the environment.★ Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes★ Show interest in shape by sustained construction activity or by talking about shapes or arrangements.	<ul style="list-style-type: none">★ Use everyday language to talk about size, capacity, time and money to compare quantities and objects to solve problems.★ Use language such as tall/short, heavy/light★ Explore characteristics of everyday objects and shapes and use mathematical language to describe them.★ Relate shapes to real life objects from their environment.★ Identify objects of a specific colour & apply the colour concept to environmental observations.



	<ul style="list-style-type: none">★ Show interest in shapes in the environment.★ Begin to read time (O'clock)★ Use shapes appropriately for tasks.★ Name primary colours & green colour, recognize & differentiate basic colours.	<ul style="list-style-type: none">★ Identify the shapes: Oval, star and diamond★ Identify the 3D shapes: Sphere and Cone
<p>5. E.V.S. is all about children demonstrating a keen interest in exploring and discovering the world around them. The curriculum provides stimuli from the immediate environment to allow observation, investigation, exploration, questioning and documentation of children's unique discoveries in many ways.</p>		
The area of learning development	KG 1 The children will be able to:	Learning Outcome
People and Communities	<ul style="list-style-type: none">★ Show interest in the lives of people who are familiar to them.★ Remember and talk about significant events in their own experience.	<ul style="list-style-type: none">★ Begin to know about their own cultures and beliefs and those of other people.★ Find out about their environment and community.★ Learn to know about similarities and differences between themselves and others.



	<ul style="list-style-type: none">★ Recognize and describe special times or events for family or friends.★ Show interest in different occupations and ways of life.★ Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends, family and neighbourhood.★ Know the importance of different people who help them★ Know the ways that fulfill people's needs (buying/selling, work)★ Learn about different means and modes of transport	<ul style="list-style-type: none">★ Learn to know about similarities and differences between families, traditions and cultures.★ Name the different community helpers and their role in their life★ Learn to identify the ways that fulfill people's needs★ Know about similarities and differences between themselves and others and among families in their home country and in their neighbourhood.★ Talk about different means and modes of transport
The World	<ul style="list-style-type: none">★ Enhance/promote curiosity and creativity in relation to the surroundings★ Comment and ask questions about aspects of their familiar surroundings.★ Talk about some of the things they have observed such as	<ul style="list-style-type: none">★ The planet Earth will be introduced to the students. They will learn about land, water and living things★ Learn to know about similarities and differences in relation to places, objects, material and living things.



	<p>plants, animals, weather, natural and found objects.</p> <ul style="list-style-type: none">★ Talk about why things happen and how things work.★ Develop an understanding of growth and changes over time.★ Develop simple science skills, such as observation and classification.★ Show care and concern for living things and the environment.★ Find out interesting facts and features of countries like UAE, India, China & Spain.	<ul style="list-style-type: none">★ Find out about their environment and talk about those features they like and dislike.★ Make observations of animals and plants and explain why some things occur and talk about changes.★ Make observations about different weather conditions and talk about change.★ Participate in science activities, develop simple science skills, such as observation and classification.★ Show curiosity and interest through listening and questioning to seek further information.★ Talk about the facts of different countries
Technology	<ul style="list-style-type: none">★ Know that information can be retrieved from computers.	<ul style="list-style-type: none">★ Recognize that a range of technology is used in places such as homes and schools.
6. EXPRESSIVE ART AND DESIGN is all about the integral way children learn, and how they document their inner worlds and outer experiences. It is connected to the child through elaborate assemblies, music sessions, action songs etc.		
Area of learning development	KG1 The children will be able to:	Learning Outcome



**Exploring and using media
and materials**

- ★ Enjoy joining in with dancing and ring games.
 - ★ Sing a few familiar songs.
 - ★ Begin to move rhythmically.
 - ★ Imitate movement in response to music.
 - ★ Tap out simple repeated rhythms.
 - ★ Explore and learn how sounds can be changed.
 - ★ Explore colour and how colours can be changed.
 - ★ Understand that they can use lines to enclose a place, and then begin to use these shapes to represent objects.
 - ★ Begin to be interested in and describe the texture of things.
 - ★ Use various construction materials.
 - ★ Begin to construct, stacking blocks vertically and horizontally, make enclosures and create spaces.
 - ★ Join construction pieces together to build and balance.
 - ★ Realize tools can be used for a purpose.
- ★ Safely use a variety of materials, tools and techniques.
 - ★ Experiment with colour, design, texture,
 - ★ Participate in various types of functions.
 - ★ Sing simple songs and recognize repeated sounds.
 - ★ Respond in a variety of ways to what they see, hear, smell, touch and feel.



Being Imaginative

- ★ Develop preferences for forms of expression.
 - ★ Use movement to express feelings.
 - ★ Create movement in response to music.
 - ★ Explore colour, texture & shape.
 - ★ Express and communicate their ideas
 - ★ Notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
 - ★ Engage in imaginative role – play based on first hand experiences.
 - ★ Capture experiences and responses with a range of media such as music, dance, paint and other materials in words.
- ★ Choose appropriate colour for colouring.
 - ★ Develop a good colour sense.
 - ★ Use variety of art media, tools and materials to produce work.
 - ★ Paint within a given outline.
 - ★ Create patterns, shapes and collage.
 - ★ Draw simple pictures.
 - ★ Recite rhymes and sing songs in tune.
 - ★ Perform simple movements in rhythmic manner.
 - ★ Use imagination in art and design, music, dance, imaginative and role play and stories.